



Gray Court-Owings Elementary

PO Box 128 9210 Hy 14
Gray Court, South Carolina

Grades	PK-5 Elementary School	
Enrollment	555 Students	
Principal	Mark Adams	864-876-2131
Superintendent	Edgar C. Taylor	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	Good	At-Risk
2004	Excellent	Excellent

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

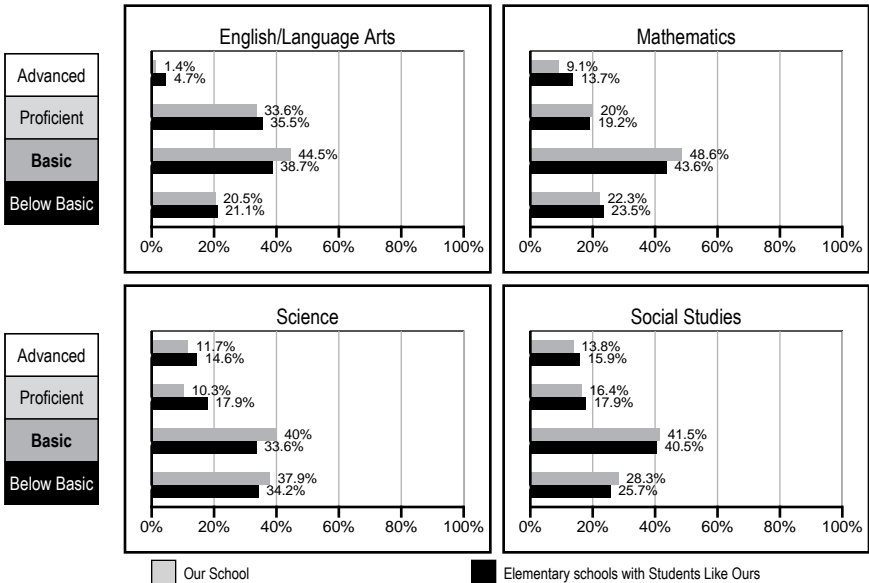
98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	6	50	34	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=555)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.3%	Down from 5.4%	2.7%	2.3%
Attendance rate	96.0%	Up from 95.3%	96.2%	96.3%
Eligible for gifted and talented	6.0%	Down from 16.4%	9.2%	10.4%
With disabilities other than speech	7.1%	Up from 6.0%	8.7%	7.5%
Older than usual for grade	4.1%	Up from 3.1%	0.8%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	32.4%	Down from 40.9%	56.4%	56.7%
Continuing contract teachers	55.9%	Up from 45.5%	80.0%	77.3%
Teachers with emergency or provisional certificates	4.3%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	75.6%	Down from 76.5%	86.7%	86.4%
Teacher attendance rate	96.2%	Up from 94.6%	94.7%	94.9%
Average teacher salary	\$40,502	Up 8.1%	\$45,317	\$45,345
Professional development days/teacher	8.8 days	Down from 23.0 days	12.9 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	15.8 to 1	Down from 18.5 to 1	18.5 to 1	18.5 to 1
Prime instructional time	90.9%	Up from 89.5%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,023	Up 4.3%	\$6,982	\$7,052
Percent of expenditures for instruction*	62.6%	Down from 62.8%	68.8%	69.1%
Percent of expenditures for teacher salaries*	58.5%	Up from 55.6%	64.8%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The mission of Gray Court-Owings Elementary School is to create a community of learners who are responsible and productive citizens. We value commitment to excellence in all we do, active involvement in our school and community, and positive, trusting relationships. We envision and strive for a climate that promotes learning and personal growth.

Last summer, we moved from Pleasant View to the Gray Court School campus. We have taken onto our enrollment the 3rd, 4th, and 5th graders from that school, as well as the teachers of those grade levels. The addition of these students increases our enrollment to nearly six hundred. The Pleasant View campus continues to house our Child Development Center that now includes infants and toddlers and operates 12 months a year.

Academic growth for students is our primary goal. This growth is possible only through quality instruction in an engaging learning environment. All of our teachers are highly qualified and fully committed to providing safe, respectful, and literacy-rich learning opportunities. They love children and seek what is best for each individual.

Achieving academic goals is almost exclusively a matter of reading ability. We will be spending much more of the school day reading and writing. Title I funding has been used to purchase more books in all subject areas to strengthen classroom libraries. Also, these federal funds were used to purchase Promethean Boards for nine additional classrooms. Other Title I benefits support our Literacy Coach, full-time lab assistant, 4K teacher and assistant, parenting program, and class size reduction.

We are a learning community, and we make every attempt to allow research and best practice to inform and differentiate instruction. Our commitment to reading and writing and our belief that all students can learn help us maintain our focus on what is best for our children. We continue to find Measures of Academic Progress a critical tool for assessing student performance levels, and Reading Recovery has made a significant impact on progress in reading. We are very proud of our partners at Vulcan Materials, and our students and staff contribute to causes in our community and beyond.

With full support from our superintendent, board, parents, and community, we expect to move toward our goal of academic success for every child. Please visit us at our campus or on our website at www.laurens55.k12.sc.us/gces.

Mark Adams, Principal

Jennifer Abercrombie, SIC/Title I Planning Team Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	60	17
Percent satisfied with learning environment	97.0%	79.7%	88.2%
Percent satisfied with social and physical environment	100.0%	73.3%	64.7%
Percent satisfied with school-home relations	87.9%	90.0%	88.2%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	238	100	20.5	44.5	33.6	1.4	47.7	46	48.2	Yes	Yes
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Gender

Male	115	100	27.1	41.1	30.8	0.9	43	38.2	41.7	N/A	N/A
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Female	123	100	14.2	47.8	36.3	1.8	52.2	54.5	55	N/A	N/A
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Racial/Ethnic Group

White	158	100	19.7	41.5	37.4	1.4	51.7	52.6	60	Yes	Yes
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African American	59	100	21.4	55.4	23.2	0	35.7	33.6	31.7	Yes	Yes
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
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Hispanic	12	100	11.1	44.4	44.4	0	66.7	37.5	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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Disability Status

Disabled	45	100	55.8	25.6	18.6	0	25.6	13.3	16	Yes	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	12	100	0	44.4	44.4	11.1	77.8	35.3	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	149	100	26.5	44.1	27.9	1.5	39.7	38.4	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	238	100	22.3	48.6	20	9.1	42.7	41.6	45.8	Yes	Yes
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Gender

Male	115	100	22.4	43	24.3	10.3	46.7	42.1	45.6	N/A	N/A
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Female	123	100	22.1	54	15.9	8	38.9	40.9	45.9	N/A	N/A
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Racial/Ethnic Group

White	158	100	19	49	21.1	10.9	45.6	48.1	59	Yes	Yes
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African American	59	100	32.1	44.6	19.6	3.6	33.9	26.8	26.9	Yes	Yes
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
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Hispanic	12	100	11.1	55.6	22.2	11.1	66.7	44.8	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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Disability Status

Disabled	45	100	58.1	20.9	18.6	2.3	23.3	14.6	17.1	Yes	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	12	100	0	55.6	22.2	22.2	77.8	46	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	149	100	30.1	50	14	5.9	32.4	34.2	31.4	Yes	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	157	100	37.9	40	10.3	11.7	22.1	23.6	35.7	96	96
Gender											
Male	84	100	37.7	40.3	9.1	13	22.1	24.6	37.4	96.2	96
Female	73	100	38.2	39.7	11.8	10.3	22.1	22.5	33.8	95.8	96
Racial/Ethnic Group											
White	104	100	32	43.3	12.4	12.4	24.7	30.9	49.2	95.9	95.8
African American	38	100	50	33.3	8.3	8.3	16.7	10.6	17	96	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	95	96.9
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	11.2	24.9	96.6	97
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.6
Disability Status											
Disabled	28	100	67.9	17.9	7.1	7.1	14.3	9.7	14	95.6	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	93.1
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	12.8	24.4	96.9	97.1
Socio-Economic Status											
Subsidized meals	97	100	44.9	40.4	6.7	7.9	14.6	17.4	21.1	95.7	95.6

Social Studies											
All Students	172	100	28.3	41.5	16.4	13.8	30.2	21.4	34	96	96
Gender											
Male	78	100	20.5	41.1	21.9	16.4	38.4	25.6	36.6	96.2	96
Female	94	100	34.9	41.9	11.6	11.6	23.3	16.8	31.3	95.8	96
Racial/Ethnic Group											
White	114	100	28.8	42.3	15.4	13.5	28.8	25.9	44.5	95.9	95.8
African American	43	100	31.7	43.9	12.2	12.2	24.4	11.9	19.1	96	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	95	96.9
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	17.6	27.5	96.6	97
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.6
Disability Status											
Disabled	32	100	50	30	13.3	6.7	20	13	14.4	95.6	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	93.1
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	18	27.3	96.9	97.1
Socio-Economic Status											
Subsidized meals	107	100	34.7	36.7	16.3	12.2	28.6	16.4	21	95.7	95.6

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	23	100	27.3	27.3	36.4	9.1	45.5
	4	17	100	23.5	23.5	41.2	11.8	52.9
	5	14	100	28.6	28.6	42.9	0	42.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	78	100	19.7	33.8	43.7	2.8	46.5
	4	91	100	21.4	42.9	34.5	1.2	35.7
	5	69	100	20	58.5	21.5	0	21.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	23	100	50	40.9	9.1	0	9.1
	4	17	100	35.3	29.4	11.8	23.5	35.3
	5	14	100	21.4	57.1	21.4	0	21.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	78	100	21.1	53.5	18.3	7	25.4
	4	91	100	23.8	50	19	7.1	26.2
	5	69	100	21.5	41.5	23.1	13.8	36.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	11	100	60	30	10	0	10
	4	17	100	47.1	17.6	17.6	17.6	35.3
	5	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	37	100	38.2	50	11.8	0	11.8
	4	91	100	36.9	40.5	10.7	11.9	22.6
	5	29	100	40.7	25.9	7.4	25.9	33.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	12	100	25	50	25	0	25
	4	17	100	58.8	23.5	11.8	5.9	17.6
	5	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	41	100	18.9	45.9	18.9	16.2	35.1
	4	91	100	26.2	47.6	13.1	13.1	26.2
	5	40	100	42.1	23.7	21.1	13.2	34.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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